DOCUMENT RESUME

ED 247 421 CE 039 473

AUTHOR	Parks, Beverly; Summers, Gerry
TITLE	Internship. A Cooperative Effort. Vocational Education and Arkansas Industry.
INSTITUTION	Petit Jean Vocational Technical School, Morrilton, AR.
SPONS AGENCY	Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE	Jul 84
NOTE	83p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperative Education; Instructor Coordinators; *Internship Programs; Postsecondary Education; Program Development; Program Evaluation; *Program Implementation; *Student Placement; *Vocational Education; *Vocational Schools

ABSTRACT

Intended to assist staff members at vocational-technical schools in developing an internship program, this guide includes explanations of the Internship Project at Petit Jean Vocational Technical School (Arkansas) and sample forms. Prefaced materials include a time line for implementation of internship, and diagrams of an integrated vocational-technical program and the internship cycle. Following an introduction are a list of objectives for an internship program and definitions of terms. A plan for implementation of the internship program is suggested. These implementation procedures are discussed: coordinator responsibilities, initial planning, policy decision making, coordination of classwork with on-the-job training, advisory committee appointment, survey of and visits to businesses, approval and adoption of an internship station, student placement, preparation of employment folders, and visits to interns. Descriptions follow of student, school, and industry responsibilities. Some recommendations for program evaluation are then made. Suggestions from project staff for other planning program implementation cover such topics as participants, grades, problems, attendance, and setting up the program. Appendixes, amounting to approximately one-half of the report, include grant information and the project's final report, "Cooperative Vocational Education for Postsecondary Vocational Technical Schools," which provides project purpose, procedures, and sample materials. (YLB)

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INTERNSHIP

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A COOPERATIVE EFFORT

Vocational Education And Arkansas Industry

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INTERNSHIP

A Plan for Cooperative Training

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Developed By

Petit Jean Vocational Technical School
Morrilton, Arkansas

In Cooperation With

Arkansas Division of Vocational and Technical Education
Little Rock, Arkansas

Project Number R8301(F5066)

July 1984

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Foreword

This manual was prepared by the project coordinator of the Internship project at Petit Jean Vocational Technical School in Morrilton, Arkansas, to assist staff members at other vocational technical schools in developing an Internship program. It includes explanations of the steps taken to develop the project at Petit Jean as well as sample forms used in the project. It is intended as a guide for persons wishing to implement an Internship project and should be modified to fit the needs of each school or service area as necessary.

It is the hope of the project staff that the procedures used in this project will aid in the development of state guidelines for the operation of an Internship program in Arkansas vocational schools.

Beverly Parks, Project Coordinator

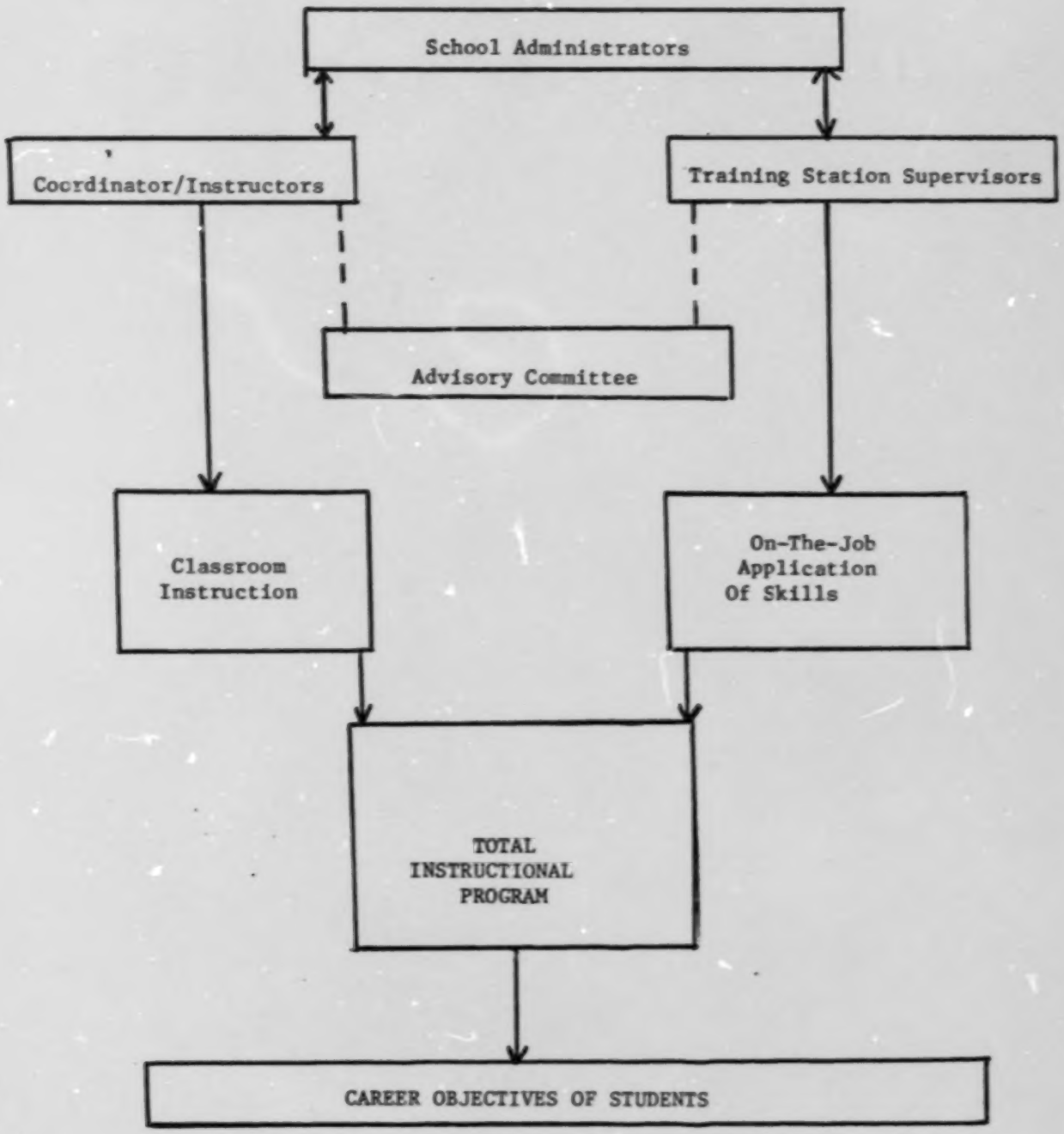
Time Schedule for

Development of Cooperative Vocational Education Project

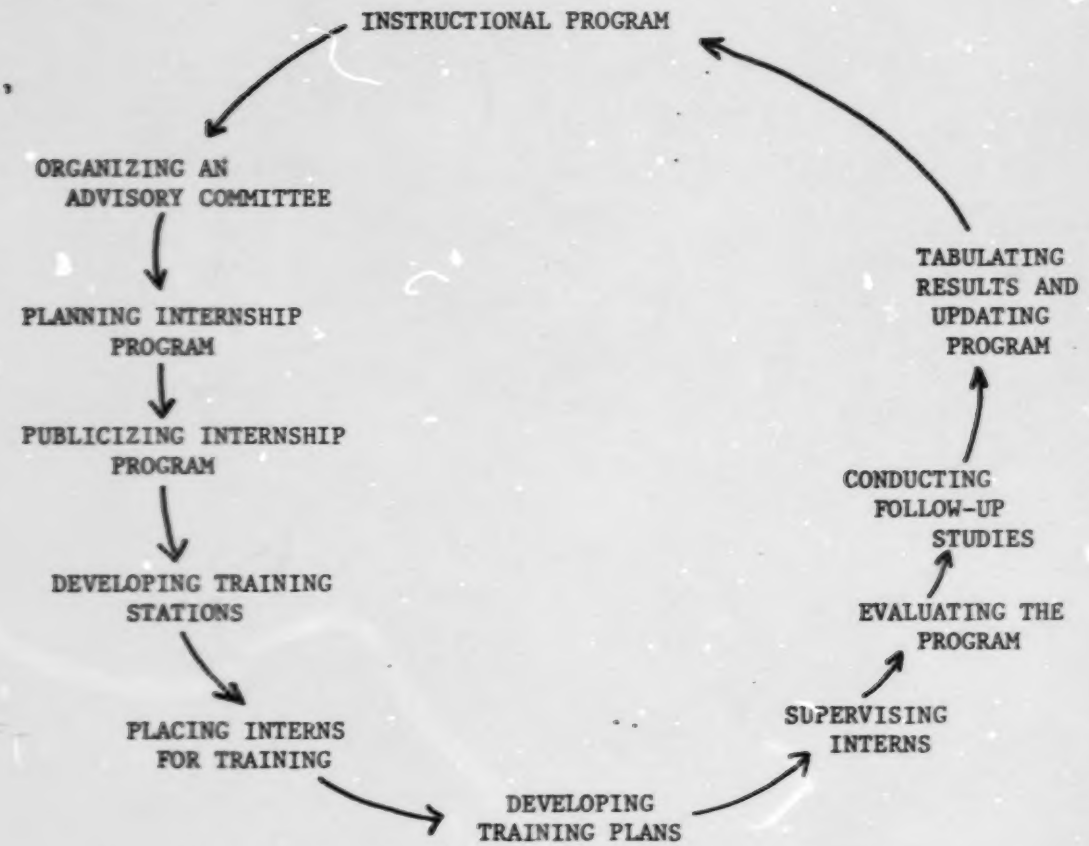
September thru October, 1982	Employ research assistant and part-time clerical helper
	Conduct planning meeting (school officials, project director)
	Select advisory committee
November thru December, 1982	Contact business and industry by mail and in person
	Visit coordinators of current programs
	Plan procedures for project
	Promote program through publicity in communities served
January thru March, 1983	Develop training stations
	Develop training plans
	Meet with students and begin placement procedures
April thru June, 1983	Field test program at Petit Jean Vocational School
	Supervise students on the job
	Evaluate students
July thru August, 1983	Evaluate program
	Evaluate work stations
	Prepare for expansion to other schools

September thru November, 1983	Visit other vocational schools to implement cooperative program
	Plan for second cycle of training at Petit Jean Vocational School
December thru January, 1984	Completion of second cycle of training at Petit Jean Vocational School and first cycle at two other vocational schools
February thru April, 1984	Completion of third cycle of training at Petit Jean Vocational School
April thru June, 1984	Completion of fourth cycle of training at Petit Jean Vocational School. Expansion to all departments.
	Preparation of implementation manual for use by other schools
	Preparation of final report
	Preparation of audio visual presentation on cooperative program

AN INTEGRATED VOCATIONAL PROGRAM



INTERNSHIP CYCLE



INTERNSHIP

A Cooperative Effort Between Vocational Education and Industry

Introduction

There is a need to provide post-secondary vocational students with on-the-job experience in order to adequately prepare them for useful employment in the field of their choice. With the rapidly changing technology and the complex skills required of those entering the work force, it is no longer feasible or cost-efficient to expect institutions to provide all equipment and laboratories necessary for vocational training. The logical solution to this problem seems to be a cooperative relationship between schools and business and industry.

Cooperative vocational education can be a useful educational means of integrating classroom experience and work experience. The basic purpose of cooperative vocational education is to prepare students for useful employment in the service area of their choice. Cooperative vocational education can also make a substantial contribution to meeting the unemployment and the employment problems for post-secondary students.

This program can give students an opportunity to graduate from a one-year vocational program as workers already adjusted to the world of work.

Objectives

The specific objectives for an Internship program should include:

1. To provide on-the-job work experience for students in the fourth quarter of training in the service area in which they are enrolled.

2. To provide industry with quality students who will work in order to gain experience, thus receiving training at no cost to industry.

3. To develop industry contacts and rapport between vocational instructors and industry in an effort to provide closer working relationships.

4. To provide possible job opportunities for students upon their graduation from the vocational program.

5. To provide training on equipment and in actual situations which students would not have available in school.

Terms

The following terms will be used throughout this report and should therefore be defined:

1. Internship - A period of on-the-job experience during which students are assigned to a specific training station for training in a particular vocational skill area. The length of this Internship may vary, but a suggested term is one quarter or approximately ten (10) weeks.

2. Training station - The work location to which a student will be assigned during the term of the Internship program.

3. Supervisor - The industry employee responsible for the actual supervision and training of the student while he is on the job.

4. Training agreement - A form signed by the student, the supervisor, and a representative of the vocational school which sets forth rules and regulations of the Internship program.

5. Training plan - A form which lists skills required for graduation for each department and divides these skills into those which will be handled in the classroom (shop) and those which will be developed and evaluated on the job (training station).

6. Coordinator - The person who is directly responsible for the day-to-day activities and operation of the Internship program, specifically making industry contacts and placing students taking part in the Internship program.

Implementation

A suggested plan for implementation of the Internship program follows:

Three months prior to Internship. Advance planning for the program must begin at least three months prior to the Internship term. During this period the school administrators meet with the project staff to discuss the overall aspects of the Internship program. An advisory committee is named and meets with the project staff, school administrators and participating instructors.

The project staff also meets with participating instructors in order to discuss the importance of coordinating classwork and assigning students on an individualized basis. Instructors are asked to turn in a list of prospective interns and their places of residence.

The project staff should plan and prepare an information brochure which can be mailed to prospective training stations to give needed information about the Internship program.

At this time the staff also begins a mail survey of businesses in the area served by the school to determine the degree of interest in the program.

Two months prior to Internship. The project staff should begin matching returned survey forms with students according to geographic location and skills needed by employers; personal visits to industry should also be made in order to discuss the program and placement in detail.

Another meeting should be held with instructors, this time to include prospective interns also, for the purpose of discussing the specifics of the program and answering any questions students or instructors might have.

Tentative placement of specific students to specific training sites begins. Project staff should work closely with instructors in this matter.

Individual conferences with students may be necessary at this time to discuss skills, proper attitude, work ethic, etc.

One month prior to Internship. Students should be given names of contact persons for pre-Internship interviews. After interviews, final placement of students is determined and a list of interns and training stations is made for each department participating.

Information folders should be prepared for each student. These will contain all necessary paperwork to be taken to the training site. Letters should be prepared to each training station giving name of intern, date he/she will report, and deadlines for paperwork to be returned to the school.

One day prior to Internship. A final meeting should be held with interns and instructors. Information folders are given to students for delivery to industry supervisors. Any last-minute questions or instructions can be handled at this time.

During the Internship term. Students begin their training and the project staff and instructors set up times for visiting the job sites.

During this period, interns will be evaluated by on-the-job supervisors and the evaluations should be discussed with the student, either by the supervisor or by the instructor.

On the days students return to school, classwork must be completely individualized for each student, according to his training plan, to insure that all graduation requirements are completed, either in the classroom setting or at the training site.

A weekly "seminar" or meeting of interns in each department can provide an excellent opportunity for input by the interns. Sharing of

experiences can be a good learning experience and give students insight into other job situations they might not face themselves.

Another good class assignment designed to correlate work experience with classwork is to assign each student the responsibility of a weekly report which gives details of his/her work duties and responsibilities.

Number of visits by project staff and instructor may vary with the school or with individual students. Once a week may be necessary for some while every two weeks could be enough for other students.

After the Internship term. Interns return to the classroom (shop) for the last week of the quarter in order to complete any necessary classwork, paperwork, etc. before their graduation. At this time interns can evaluate the program and make suggestions so that the project staff can determine how successful the students feel the program is. Instructors should be asked to evaluate the training stations to insure that those which did not provide a satisfactory learning situation are not used again unless adjustments can be made. Supervisors should be asked to evaluate the program and make suggestions for the benefit of industry.

Evaluation forms should all be tabulated by the project staff so that placement results, etc., can be determined.

For schools which enroll each quarter, this cycle will be continuous; planning for coming quarter program must begin during the current internship period.

A banquet, luncheon, tea, etc. may be held for interns and their supervisors or certificates of appreciation may be sent to training sites.

Procedures

A coordinator for the Internship program is a necessity, as is a school administrator who serves as supervisor of instructors who will be involved in the Internship program. The coordinator should have complete responsibility for the day-to-day operation of the program, including industry contacts, placement, coordinating visits by instructors, and follow-up records. This coordinator can be an instructor or a school administrator, but all concerned should realize that a great deal of time is needed to coordinate a project such as this and release time from other duties is essential. It is possible that additional project staff may be necessary.

Before the program begins, the administrators of the school should meet with the project staff to discuss the overall project. At this time, decisions must be made concerning which students will participate (those taking remedial subjects or those who need additional time to complete graduation requirements may not be able to take part in the Internship), the term of the Internship program, and the format to be used for the training agreement. This training agreement sets forth what is expected of all parties involved: the students, the school, and the training stations.

At this meeting, policies will be set concerning the handling of problem situations. For example: What do you do if a student is "fired" from the training station for lack of ability, lack of initiative, or for any other reason? What about an attendance policy? What working hours will the students observe? What will be done if a student cannot

provide transportation to the job? What do you do about students who the instructors feel cannot perform satisfactorily?

The answers to these questions may vary, but suggested solutions are given in this report under Suggestions and Recommendations.

After policy decisions have been made, the project staff should meet with participating instructors to explain the program. It is most important that these instructors have a positive attitude about Internship in order to pass along this attitude to their students. Some may feel that it is taking time away from needed class instruction; but, it is essential that a positive attitude be maintained before the interns, if the program is to be successful.

It is also necessary that instructors be aware of the importance of coordinating classwork with on-the-job training. Because each student will be performing varied duties on the job, and all students are required to complete certain activities in order to graduate, the in-school training will be different for each student. A detailed training plan must be worked out for each student after the instructor has visited the training site and determined what duties will be performed on the job. For example, if a student performs many typewriting duties on the job, those requirements can be eliminated from the in-school training during the Internship term. If a student completes several different types of welds to the satisfaction of his supervisor, then the instructor can check this off his progress chart and not require these to be repeated in the classroom.

In order to insure that all requirements for graduation are met, the following steps may be taken:

1. Prepare a training plan form for the department which shows all skills and competencies required for graduation.

2. Complete a form for each intern, checking off those skills and competencies which will be developed on the job.

3. Those skills and competencies not marked for on-the-job training will be the areas which will be covered in the classroom during the Internship term.

If these steps are followed, students will be working on various subject matter areas and skills on an individualized basis in an attempt to complete all requirements for graduation.

Another important step in implementing the Internship program is the appointment of an advisory committee. At least one member from each participating service area is necessary. The advisory committee is consultative in nature and has no authority over the program participants. The advisory committee can be most helpful in assisting with placement of students and providing industry's viewpoint toward the program.

A survey of the area served by the school can determine if the Internship will be well received by businesses; it can also provide a beginning for placement of interns. A questionnaire can be mailed to all businesses which frequently employ students from the various service areas. Names of companies may be obtained from instructors, from former

students, and from the prospective interns themselves. As the survey forms are returned, the coordinator or other staff members should note the businesses which respond favorably so that visits may be made to them later to explain the program in detail. Newspaper articles publicizing the program can also result in inquiries from prospective training stations.

Next, visits are made to each proposed training site to discuss the program in detail and gain final approval by industry personnel. A brochure describing the program is helpful in this regard.

Approval and adoption of an Internship station should be based on mutual agreement among employer, school, coordinator and intern. It is the coordinator's responsibility to see that the employer understands that this is an educational program and not "free" labor. The student's needs and interests are important considerations in determining the suitability of a training station.

Some factors to consider in determining what constitutes a suitable training station are:

1. Relevance to career objective of student
2. Adequate supervision
3. Varied work experience available
4. Safe working conditions
5. Reputable business
6. Reasonable working hours
7. Reasonable location for travel to work

Instructors should provide the project staff with a list of prospective interns and their place of residence. One aspect of placement which will help insure a successful program is the placement of students in or near their home towns. Once all survey forms have been returned and visits have been made to industry, the project staff can begin to match available positions with available interns according to geographic location and skills.

One major aspect in placing a student on the job is to accurately match the student to the employer. The student's career objective and personal characteristics must be analyzed and matched to an employer whose wants and needs have also been analyzed.

Several methods may be used to place students. Some are:

1. Allow all interested students to apply to a specific training station.

2. Instructor selects one student and others successively if the first student is not accepted.

3. Employer selects a student from prepared list of interested students.

4. Instructor assigns student to training station after carefully matching needs of student and business.

5. Student furnishes name of desired training station and instructor and coordinator call to discuss placement of that specific student.

During this time period, project staff should meet with the prospective interns and make certain they understand all aspects of the program.

Instructors and the project staff should work together in making arrangements for interviews by personnel. Some instructors may wish to require students to make interview appointments; others having a small number of interns may even wish to take all students to visit each training site prior to the beginning of the term. In any event, each intern should visit the training site before the program begins so that he/she will know where to report for work, who to report to, and any other necessary information prior to beginning work.

Shortly before the Internship term begins, the project staff should prepare employment folders for each intern. These folders should contain the following information:

1. Personal information sheet showing needed personal information for the supervisor (such as intern's address, telephone number, nearest relative, etc.). A copy of this form may be necessary for the Internship staff files if this information is not already available.

2. Copy of school insurance policy and/or release form to be signed by student. Some companies may wish to have a signed release form; others will need only a copy of the insurance policy covering the students. Since interns remain full-time students, they should be covered by the school's policy and therefore will not need coverage by industry and, of course, will not be eligible for workmen's compensation.

3. Attendance report forms to be signed by industry personnel. If students are to adhere to the regular school attendance policy, it is necessary that a report of their attendance at work be made each week. Students should be aware that it is their responsibility to get the form signed by their supervisor each week before returning to class.

4. Student rating sheets to be completed by industry personnel. All vocational students are evaluated on a quarterly basis by their instructors at the time grades are issued. Interns will spend the greater part of their fourth quarter in industry; therefore, it will be necessary that the supervisor evaluate the student as an "employee." Each department should prepare an evaluation form to be used for their interns. This form can be weighted in some manner; i.e., Superior, Good, Average, Poor, Unsatisfactory. These ratings can correspond to grades: A, B, C, D, and F. If a rating sheet is prepared for every 3 weeks, this gives the instructor three evaluation forms to use as an aid in determining the student's Internship grade. Sample forms are included in the appendices. The evaluation sheets should be discussed with the student. Since it is common in industry to evaluate personnel and discuss the evaluation with them, it will be good if this is also done for the interns. However, some industry personnel may hesitate to do this since the interns are not paid employees. If this is the case, the instructor should go over the form with the student and point out strengths and weaknesses noted.

5. A letter from the project staff introducing the student and giving pertinent information concerning the Internship term, the working hours, etc. Although this will all have been previously worked out, the project staff at Petit Jean has discovered that written instructions concerning paperwork and deadlines are most helpful.

The day before the Internship begins, the project staff should meet with the interns and their instructors to hand out folders, give last-minute instructions and answer any questions. By this time, the

interns should be familiar with all aspects of the program, should have been to the training station for an interview, and will hopefully be looking forward to their first day on the job. This is often a frightening time for those who have never worked and sometimes for those who have.

The project staff can make the transition to the working world easier by encouraging interns and making certain they know that the instructors and the project staff will be available should they need help.

The project coordinator should have a master list of all interns, their training sites, the supervisor's name, and the training station telephone number. Each instructor should be provided with a list of his own interns and a master list should be given to school administrators. This list can prove invaluable when scheduling visits or when an intern needs to be contacted while he/she is on the job.

Visits to interns should be scheduled by the project staff and the instructors. Each instructor should visit on a "regular" basis, perhaps once every two weeks. Some interns may need visits more often, some less. In the case of one-instructor shops, it may be necessary to hire substitutes occasionally or visits can be made after 3 p.m. if the number of interns is small and the distance short.

The project coordinator should plan to visit each training station at least once during the internship term and more often if problems occur. It is the primary duty of the coordinator to insure a smooth-running program and maintain good public relations with industry personnel.

If desired, school administrators might appoint assistants to the project coordinator to help with the Internship duties. In that event, visits might be divided among staff members, perhaps on a geographic basis or perhaps according to service area.

The project staff should be allowed sufficient release time from teaching (or other regular duties) for visits to industry and paperwork necessitated by the Internship program.

The Internship program will be successful if all concerned have a positive attitude and view this time as a learning experience and an extension of the regular program.

Interns should return to the classroom (shop) on a full-time basis for the last week of the quarter prior to their graduation. This is the time when all evaluation of the program should be made and some students may have class work to make up before graduation. This is also a good time to have some type of social activity for interns and their supervisors: a banquet or luncheon have both been successful in two vocational schools participating in this project. Funding for this could be a problem. Interns might wish to have a fund-raising activity; or the advisory committee could assist with funding for this. Instead of this activity, or in addition to it, certificates of appreciation might be issued to all training sites. News articles listing the training sites and pictures of interns at work can also give recognition to both interns and the training stations.

Student Responsibilities

It will be the responsibility of the student to provide transportation to the job site. Since interns will be placed near their

homes, this should not prove a hardship to students.

It should also be the responsibility of each student to notify the instructor and the on-the-job supervisor if he/she cannot be at work at any time.

It will be the responsibility of the student to report any problems and difficulties promptly to his instructor. Student must be aware that he/she cannot "quit" his internship "job" without notice to the instructor. Problems on the job are to be reported through the proper chain of command: to the instructor, then to the project coordinator, then to school administrators for solutions.

School Responsibilities

It will be the responsibility of the school to make all rules and regulations of the Internship program clear to interns and to industry personnel and to provide a staff member visit to the training site at any time industry should request this. It will be the responsibility of the project staff to see that all paperwork is completed for each intern and to provide assistance to interns and industry to insure a successful experience for each.

Industry Responsibilities

It will be the responsibility of industry personnel to provide adequate training and supervision and to make certain students are engaged in work which will provide a good learning experience. It is the responsibility of industry to provide a realistic work experience and to treat the interns just as they would their own employees.

Evaluation

Evaluation of any program is necessary to determine if the program is meeting its objectives and to make changes as the program progresses.

Interns, instructors, and industry personnel should evaluate the effectiveness of the program in terms of its benefits to students, school and industry. These evaluations will help project personnel in meeting industry's needs, in developing curriculum, and in placing future interns.

Evaluation instruments can take various formats, but some information that should be requested from students and/or industry include:

1. Did you receive good work experience and training in the program?
2. Did you experience any problems with duties which you felt you were not equipped to handle?
3. Were you able to relate classroom learning to on-the-job training?
4. Did you receive a job offer from the training site, and if so did you accept the offer?
5. Was the intern able to perform satisfactorily the duties assigned to him/her?
6. Were the skills demonstrated by the intern those which your industry feel are necessary skills for beginning employees?

7. Do you have any suggestions for improvement of the Internship program?

8. Did you experience any problems with the intern or any aspect of the Internship program?

9. How does the intern compare with other beginning employees you have hired?

10. Has the intern developed into a useful employee?

11. How can the institution help the intern become a better employee?

During the evaluation period instructors should also re-evaluate the training sites to determine if they should be used in future terms. In evaluating the sites, instructors should consider the quality of training received by the student as well as the interest exhibited by the supervisory personnel and the equipment available for training.

Evaluation is also accomplished through student seminars held during the internship term. A weekly seminar or sharing of experiences gives the interns a chance to talk about their experiences and aids in evaluation of the program.

Suggestions and Recommendations

After completion of three Internship terms, the project staff at Petit Jean Vocational Technical School make the following suggestions to those planning to implement this program:

Who will participate. Begin the program with three or four departments, perhaps those which have more than one instructor.

In this way there will be no need for substitute teachers and the extra work can be more easily absorbed. Once the program is going, expand to other departments as experience is gained. Set some policies about which students in these departments will participate. Will it be required of all fourth quarter students, or will some be exempted for academic reasons? If some students do not participate in the Internship program, what will they do in place of it?

How will grades be utilized in the program. Will the student evaluation sheet be used for grading purposes, and if so will it be used in combination with other class assignments? For example, in the business education department at Petit Jean, Internship comprises the Office Procedures II requirement of the state standardized curriculum for business at post secondary schools. The student's evaluation sheets (three) are averaged and points are also given for completing a weekly report of activities and for taking part in the seminar discussions held each Friday. In addition, students who are not enrolled in both shorthand and accounting are assigned additional work, sometimes in the form of a typewriting practice set and sometimes in the form of in-basket exercises. All of these make up a student's Internship grade.

What will be done about "problems." There will be problems. Some that might be expected are a student's lack of transportation, inability to perform satisfactorily on the job, poor training received at the training station, attendance, etc.

Be flexible about student problems. All cannot be handled in the same manner. If there is a student who, the instructor feels, may have difficulty in handling a job, take special care in placement of that student. Analyze just what skills the student has and place him/her where these skills and no others are necessary. By all means explain to the training station supervisor the student's strengths and weaknesses. It is most important that all students have a good experience in the Internship program and feel that they have been successful. Proper placement and counseling can insure this. At Petit Jean it has been discovered that some students whose instructors felt unsure of the student's ability were some of the most successful participants in Internship. Because of proper counseling with students and explanations to industry personnel, these students were assigned duties which were within their skill levels and many of them felt for the first time that they could be successful in their chosen field.

If a student does not have transportation, perhaps he/she can ride the bus to the school then be taken to a training site by the instructor or a staff member; at the end of the day the student will be picked up and returned to the school to ride the bus back home.

Many students will have after-school jobs. Since they will receive no pay on Internship, it is imperative that they be allowed to keep these part-time jobs. Arrangements can easily be made when placement is done to let these students leave work in time to get to their part-time jobs.

Some students may wish to intern where they already work on a part-time basis. This has both advantages and disadvantages and each case should be considered individually.

Some employers will want to pay the interns. This cannot be allowed, for some students cannot receive pay while others receive nothing. However, upon completion of the Internship several employers involved in Petit Jean's Internship have made graduation gifts to students; others have hired the students on Saturdays for pay.

Once a student is placed, if his work is not satisfactory it may be necessary to remove him from the training site. There may be personality conflicts or other problems which arise. The important thing to remember in this case is to keep the good will of the industry representatives. If they are unhappy with a student, move the student.

On the other hand, it may be the student who is unhappy. Perhaps he/she feels that the work experience is not satisfactory. In this case, the project staff should talk with the supervisor and try to arrange for a more satisfactory work experience. If this is not possible, the student should be moved to a different training site.

What about attendance. It is suggested that the regular school attendance policy be followed. Students should also work the regular working hours of the business to which they are assigned, but no more than an eight-hour day . (An exception will be those students having after-school jobs.) Students should receive the regular school holidays that occur during their Internship term.

Setting up the program. In selecting a coordinator for the Internship program, the school administrators should keep in mind the following qualifications:

1. A knowledge of vocational education
2. A knowledge of the complete program of the school
3. An interest in and experience in public relations
4. An interest in traveling and meeting people and in speaking to groups about the Internship program and vocational education
5. The ability to organize paperwork
6. The ability to adapt and to accept changes in the educational process
7. A strong belief in the Internship program and its usefulness and effectiveness

The Internship staff needs space of its own--a small office, filing cabinets, a telephone for contacting training sites, a typewriter, and if possible clerical help. There is a vast amount of paperwork involved in keeping up with the placement of students and the follow-up of the interns.

Conclusions

The Internship program can be an effective, efficient capstone at the end of the vocational student's training period. There is no substitute for actual on-the-job training, and there are many instances where training received on the job cannot be duplicated in the classroom or school shop. Students who have received sufficient skill training

need a period of time in an actual work situation to adjust from the school atmosphere to the real world of work. Although such subjects as attitude, the work ethic, attendance, etc. are taught in the classroom, it is in the actual job situation that the student really begins to understand these areas and relate them to his/her life. The Internship program, provided during the student's last quarter of training, can produce a new employee already adjusted to the working world.

GRANT INFORMATION

Introduction to Grant Information

The Internship program at Petit Jean Vocational Technical School began as a result of a grant received by the project coordinator. The grant specified that the school would develop the program, operate it with at least three departments participating, then expand to two other vocational technical schools.

That the program has been successful is evidenced by the fact that when the grant expired the school picked up the Internship program as an integral part of its curriculum. The program has expanded at Petit Jean to include thirteen departments. Every department at Petit Jean except practical nursing and heavy equipment operations is participating in the Internship program.

Expansion to two other schools--Arkansas Valley Vocational Technical School and Foothills Vocational Technical School--occurred in November, 1983. Both of these schools are now expanding to various departments with the program.

Results of evaluations and follow-up studies are contained in the grant information section of this report which follows.

PROJECT ABSTRACT

PROJECT NUMBER	:	F-5066
PROJECT TITLE	:	Cooperative Vocational Education: Education Through Employment
PROJECT DIRECTOR AND ORGANIZATION	:	Mrs. Beverly Parks, Business Instructor Petit Jean Vocational Technical School Highway 9 North Morrilton, AR 72110
DURATION OF PROJECT	:	September 1, 1982 - August 31, 1983
FUNDING LEVEL	:	Funds requested: $17,059 Local contribution: $11,941

OBJECTIVES OR PURPOSE

The purpose of this project is to develop a program of cooperative vocational education which will serve as a model for post-secondary vocational schools in Arkansas. The objectives include: (1) to give students enrolled in post-secondary vocational programs an opportunity to work in their chosen field under the supervision of currently employed workers, (2) to allow him or her to observe, assist, and complete some of the duties performed, (3) to train the student who has developed some marketable skills to become an efficient worker, (4) to facilitate transition from student to worker under the guidance of an experienced teacher-coordinator, (5) to correlate classwork with work experience, (6) to help the student acquire specialized skills that are necessary for employment, (7) to provide a laboratory in which students practice the skills, knowledge, and attitudes learned in the classroom.

PROCEDURE OR APPROACH

Industries in the six-county area served by the demonstration site will be surveyed to determine needs and interest in the project. Each prospective cooperating business or industry will be evaluated to determine its usefulness as a work station.

The project director will research, compile, and distribute a document to be used as a guide in implementing a cooperative vocational program at the post-secondary vocational school level. The project will be field tested at the demonstration site in three services areas. A multi-media program will be prepared to familiarize other post-secondary vocational schools with this instructional approach. Coordinators of secondary cooperative programs in Arkansas will be consulted.

EXPECTED CONTRIBUTIONS TO EDUCATION

It is anticipated that this proposal will result in the development and implementation of guidelines which may be used at the post-secondary level for any cooperative vocational program. Some expected benefits are: (1) A strengthening of the vocational program by combining the efforts of the school and industry, (2) A strengthening of the relationship between employers and educators, (3) financial rewards for the students while they are learning employment skills, (4) Enhancement of students' chances of success as a result of job experience.

ADDENDUM

PROJECT TITLE: Cooperative Vocational Education for Postsecondary Vocational-Technical Schools

PROJECT DIRECTOR: Charles Wear, Director of Instruction

PROJECT COORDINATOR: Mrs. Beverly Parks, Instructor, Business Education Department

PROJECT DURATION: September 1, 1982 - December 31, 1983

FUNDS BUDGETED: $35,556

This addendum has been prepared as a result of comments from readers, telephone consultations, and a scheduled meeting with the applicant. The project is recommended for approval with the inclusion of the terms and conditions stated in the addendum.

The overall purpose of this project is to strengthen the postsecondary instructional programs and expand the linkage between the school and the employment community through cooperative vocational educational activities. The performance objectives proposed for this program improvement project are:

Objective I

The project staff will demonstrate ability to design a model cooperative education program which will enhance the training experiences of students in postsecondary vocational-technical schools. It is expected that (a) at least four occupational training areas will participate, (b) instructors in each of the selected areas will express interest in the co-op concept, and (c) alternative strategies will be developed for providing co-op experiences for vocational-technical students.

Objective II

The project staff will demonstrate ability to coordinate and implement meaningful training experiences for students in appropriate business/industry settings. It is expected that (a) at least 100 percent of the third and/or fourth quarter students in the selected training programs will participate, (b) training stations will be established for 100 percent of the trainees, and (c) all instructors will work closely with the project staff and business/industry personnel in developing effective training plans for each student, and (d) effective strategies will be developed for correlating on-site training and classroom instruction.

Objective III

The project staff will demonstrate ability to evaluate the effectiveness of the postsecondary pilot cooperative education program and disseminate the result to other schools. It is expected that these co-op experiences will receive favorable responses from at least (a) 75 percent of the business/industry training sites, (b) 80 percent of the participating students, (c) 85 percent of the participating

instructors. It is further expected that (a) the pilot program will be field tested in at least two additional vocational-technical schools and (b) dissemination-utilization activities will be provided for all of the postsecondary vocational-technical schools.

The early phases of this project will be devoted to identifying, compiling, and analyzing materials and techniques to assist with the development and implementation of this pilot postsecondary co-op program. There are secondary co-op programs in the school's service areas which possibly can provide technical assistance in initiating the pilot program. The state supervisory staff is another source of technical assistance.

Since this project has been expanded to a multi-program endeavor, the director of instruction will be designated as the project director. This will permit the administration to provide leadership to the proposed activities and infuse the co-op concept into the staff development activities. The research assistant will contribute to much of the project by helping with the development activities and relieving the project coordinator from normal teaching responsibilities. It is understood that the project coordinator will be relieved from teaching responsibilities at noon each day to develop and coordinate an effective postsecondary co-op program between the Petit Jean Vocational-Technical School and business-industry training sites.

Many of the training programs in the vocational-technical schools are single teacher departments; therefore, the project will involve both multi-teacher and single teacher programs. The instructors in these programs must be actively involved in identifying potential training sites and developing realistic training plans. In view of this involvement, travel funds are budgeted to assist instructors with necessary travel which will be incurred in carrying out the co-op activites. Furthermore, provisions have been made for a substitute instructor(s) to allow each participating instructor up to two weeks release time to assist with these activities.

The project staff will experiment with several methods and schedules of coordinating school training and business/industry training experiences. For instance, students might participate in cooperative training experiences the third quarter and return to school the fourth quarter. Another option would be for students to spend three days at the business/industry training and two days at school each week during the fourth quarter. Other schedules will be undertaken to determine alternative approaches to providing effective cooperative training experiences for postsecondary students.

In the fall of 1983, the pilot program will be field tested in two additional vocational-technical schools. Diffusion activities will be arranged to share the results of the project with all vocational-technical schools in Arkansas. A dissemination guide will be developed to assist the schools in implementing cooperative training programs for vocational-technical students.

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Advisory committee

Members of the advisory committee of the internship project at Petit Jean Vocational School are, from left: Front — Catherine Leapheart, Employment Security Division at Russellville, and George Barilett, G&M Machines at Morrilton. Back — Phil Wright, Phil Wright Chevrolet-Buick of Russellville; Bill Roper, Conway County Regional Water District at Morrilton; Don Bragdon, Ladish Co. at Russellville, and Bill Zellner, Zellner's Appliance Service at Conway. Not pictured are Les Church of Continental Telephone Co. at Russellville; Bob Allison of Allison Ford Co. of Morrilton, and Doug Causey of Western Auto at Morrilton.

Internship program underway for students at Petit Jean school

Petit Jean Vocational Technical School at Morrilton recently received a $35,000 grant to begin a pilot internship program.

Mrs. Beverly Parks, business education instructor, will serve as coordinator of the program, and Mrs. Gerry Summers has been hired as research assistant.

The internship program will be conducted in the six-county area served by the school. Under the program, students from the appliance service, automotive repair, machine shop and business education departments will be placed in business and industry in the surrounding counties on a part-time basis while they attend school.

An advisory committee of businessmen from the area has been appointed and they recently met for the first planning session. About 225 businesses have been surveyed by mail and others will receive copies of the survey questionnaire within the next two weeks. Follow-up visits to the businesses responding to the survey will be conducted during the next two months.

Students who are beginning either their third or fourth quarter of training will be placed on the job in the skill area in which they are being trained for part of each week and to return to the classroom for the remainder of the week. Students will receive no salary but will gain valuable experience in this on-the-job training, a school spokesman said. It is also expected that the school and industry will benefit through a closer relationship brought about by this innovative project, the spokesman said.

While there are a number of cooperative programs in operation around the state at the secondary level, there is no program of this type at the post-secondary level, the vocational schools in the state for implementation.

Other instructors working in this project are Raymond Rentfro, automotive mechanics instructor; Alvin Fosbee, appliance service repair instructor, and Gerald Baker, machine shop instructor.

Any businesses not receiving survey forms who are interested in participating in this model program may contact the school at 354-2465.

Review guidelines

Charles Wear (seated), director of instruction at Petit Jean Vocational School, reviews guidelines of the grant for a pilot internship program the school recently received, with Gerry Summers (left), research assistant, and Beverly Parks, project coordinator.

FINAL REPORT

Final Report

Cooperative Vocational Education for Postsecondary Vocational Technical Schools

Prepared By

Beverly Parks, Project Coordinator
Petit Jean Vocational Technical School
Morrilton, Arkansas

Project Funded By

Arkansas Division of Vocational Technical Education
Little Rock, Arkansas

PL 94-482
Project Number R8301(F5066)

July 198

FINAL REPORT

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Cooperative Vocational Education for

Postsecondary Vocational Technical Schools

The grant proposal for this project was submitted by Petit Jean Vocational Technical School, Morrilton, Arkansas. The project term began September 1, 1982 and was eventually extended through June 30, 1984, with no additional funding for this extended period.

Purpose

The purpose of this project was to develop a program of cooperative vocational education to serve as a model for postsecondary vocational schools in Arkansas. The objectives of this project included:

1. The project staff will design a model cooperative education program which will enhance the training experiences of students in postsecondary vocational technical schools. At least four occupational training areas will participate. Instructors in each of the selected areas will express interest in the cooperative concept, and alternative strategies will be developed for providing cooperative work experience for vocational technical students.

2. The project staff will demonstrate ability to coordinate and implement meaningful training experiences for students in appropriate business/industry settings. It will be expected that at least 100% of the third and/or fourth quarter students in the selected service areas will participate, that all instructors will work closely with the project staff and business/industry personnel in developing effective training plans for each student, and that effective strategies will be developed for correlating on-site training and classroom instruction.

3. The project staff will evaluate the effectiveness of the project and disseminate the results to other schools. It is expected that these cooperative experiences will receive favorable responses from at least 75% of the business/industry training sites, 80% of the participating students, and 85% of the participating instructors. The program will be field tested in at least two additional vocational technical schools and a manual for implementation will be provided for all of the post secondary vocational technical schools.

Some of the expected benefits to the students are:

1. The students will be motivated to learn, both on the job and in class, because of meaningful experiences.

2. Students will enter the full-time employment market with job experience, thus enhancing their chance of success and advancement.

3. The on-the-job training could lead to full-time employment for the student after graduation.

In addition to the benefits expected to the students, it was expected that the vocational technical schools participating in the project would benefit through increased contact with industry. The program was also expected to provide an opportunity for school personnel to keep informed of constantly changing procedures and practices in industry.

Industry was also expected to benefit because of reduced training costs by facilitating student transition from school to the world of work. The employer will be given an opportunity to evaluate the student's abilities before hiring takes place. The program is also expected to provide constant labor sources for business and industry.

Procedures

The project staff consisted of Charles Wear, Project Director; Beverly Parks, Project Coordinator; and Gerry Summers, Research Assistant.

This project officially began with the receipt of a letter of notification that Petit Jean Vocational Technical School had been awarded a grant to develop a model cooperative vocational program.

A research assistant was employed and plans began for completion of an industry survey to determine the extent of the need for a cooperative program. The four participating service areas--automotive mechanics, appliance repair, business education, and machine shop--submitted names for the project advisory committee. The committee met with school personnel to discuss methods to be used in surveying business and placing students.

The four shops chosen were selected for a combination of reasons: the number of students enrolled at specific times, the number of instructors in the shops, and interest exhibited by shop instructors. The grant specified that at least one shop must be a one-instructor shop so that methods could be devised for handling students left in the shop during a training period.

Survey letters were mailed to selected industries in the six-county area served by the school. News articles were published in major county newspapers in order to get publicity for the project.

The project staff obtained names of students who would be participating in the program and began to match students with possible training sites, based on geographic location, industry needs, and student skills.

The project coordinator and research assistant then began visiting proposed training stations to discuss the program with industry management.

A brochure prepared by the project staff was given to each industry contact at the time of this first visit.

Close cooperation was necessary between project staff and the participating instructors in placing students. Each placement was completed on an individualized basis, giving consideration to industry's needs, instructor's input, and student's desires. In most cases, if a student specified a location he/she desired this was accomplished if the instructor agreed and industry personnel confirmed this assignment. In a few instances industry wished to interview several interns and choose one.

Since the project involved both one-instructor and multi-instructor shops, the visitations were set up individually. In the multi-instructor shops, one instructor was assigned to the Internship project while another continued regular class activities with students who were not ready to intern. In the single-instructor departments two arrangements were used: one shop had all third- and fourth-quarter students so there were no remaining students; in the other, arrangements were made for a substitute on the days the instructor visited interns.

The schedule set up provided for all students in the first field test group to work Tuesday, Wednesday and Thurdsay, and attend classes on Monday and Friday.

Students began work on Tuesday, April 19, 1983. Eighty-two interns from the four participating departments began the program. They worked for ten weeks before returning to class for the final week prior to graduation.

During the last week in June, interns and instructors and industry supervisors evaluated the Internship project. Results of these evaluations as well as placement results for this Internship group were tabulated after the next quarter began, and these results as well as placement figures for the interns are included in the Appendix.

Also scheduled during the last week of the spring quarter was a banquet for interns and their industry supervisors. This banquet was catered at the school's student center and was attended by approximately 74% of the interns and their supervisors.

When school reopened in August, 1983, all efforts in connection with the Internship program were focused on completion of the staff's evaluation procedures, preparation for expansion to other departments within the school, and expansion to two other vocational schools in the quarter beginning November, 1983.

During August-October, 1983, tabulations were run on Internship participants' responses to evaluation forms, follow-up studies were conducted to determine status of the April interns, and new training stations were developed for November interns. Also, the project coordinator and research assistant visited Arkansas Valley Vocational Technical School and Foothills Vocational Technical School, meeting at various times with school administrators and instructors to assist in implementing the Internship program.

Both schools designated to serve as additional field-test sites for the Internship program decided to follow the program guidelines

developed at Petit Jean and to begin their Internship with a small number of departments participating. Foothills began with three departments: business education auto body, and farm equipment. A total of fifteen (15)students participated from these three shops. Arkansas Valley began with two shops--business and auto mechanics-- and a total of seven (7) interns. Placement results for these interns are included in the Appendix.

At the close of the November Internship terms, Petit Jean had 32 students interning from ten departments. A table showing status of these interns is also included in the Appendix.

Both Foothills and Petit Jean held banquets for the November interns and their supervisors, with Foothills modifying theirs as a luncheon at which interns and staff provided food and Petit Jean again having a catered night meal. Attendance at these functions was above 85%, indicating a strong interest on the part of industry.

Students began interning again in January at Petit Jean and Foothills. During this quarter Arkansas Valley did not participate because they had no students ready to go into industry. Petit Jean had eleven interns from six departments; Foothills had five interns from three departments. Status reports on these interns are included in the Appendix.

As the spring quarter, 1984 began, all three participating schools prepared to send interns out from various departments. Foothills had four shops participating with approximately 25 interns expected; Arkansas Valley had five shops participating with approximately 75 interns; and, Petit Jean had 128 interns from thirteen departments.

Conclusions

The idea of cooperative vocational education at the post-secondary level as an educational tool has merit. All students participating from each school, as well as all participating industries, indicated that the program had been beneficial to them in some manner. Approximately 84% of the participating interns indicated that the program had been very beneficial while other participants felt they derived some benefit from the program. Placement figures for each term, each school, and overall Internship placement are included in the Appendix. Results indicate that interns have a placement rate of approximately 40% at their training stations; numerous interns have also received employment offers at other locations which may have occurred as an indirect result of the Internship program. Complete analysis of placement is continuing at all three participating schools as each Internship term ends.

Some negative outcomes have been a result of the Internship program. Documentation of the individual instances is contained in the Appendix, but it is believed that all these "problem" situations were the result of lack of communication on the part of the project staff, the instructors, the interns themselves or the industry personnel. In most instances the situation was resolved to the satisfaction of all concerned. It is felt that some instances could have been prevented had the instructor involved presented the problem to the project staff immediately.

Policies should be developed for handling situations within the Internship program. The major problem seems to be what action to take if a student receives a job offer. Before students go into

the Internship program they should be aware of the classwork remaining to be completed before their graduation can occur. Most of the T&I shops are graduating students who receive job offers from their training stations or other locations at once; in business education because courses are taught on a quarterly basis, students cannot complete coursework before the end of the fourth quarter. Therefore they must remain on the Internship program and also complete their classwork during the entire fourth quarter or graduate as a clerical student since requirements for this area can be completed in the first three quarters. To date, this has not been a problem at Petit Jean, but Foothills sees this as a major problem.

All three participating schools received suggestions from interns and industry that the Internship term be adjusted to cover a full week's work. As a result of this suggestion, Arkansas Valley has handled the April, 1984, internship in a different manner. Instead of working three days a week for ten weeks, interns will work five days a week for five weeks, returning to school for the last week of the quarter. Therefore, students interning must complete all coursework prior to entrance on the Internship program except for perhaps tests during the final week. Foothills also experimented with this same format in one of the participating shops.

As this report is being prepared, it is not yet certain if all participating schools will continue the Internship program in its present format. Petit Jean has had more in-depth experience in the program and as a result has a better base on which to determine the success of

the program. Petit Jean will continue the program and at this time plans to continue in its present format, although changes might be implemented at a later date.

Both Arkansas Valley and Foothills plan to meet with all staff members involved for an evaluation at the end of the school year in 1984 and determine at that time if the program is to be continued. At both schools, however, the feeling is that some form of cooperative vocational program will be continued at least in several departments.

Several problems have arisen in placement of interns:

1. At least two students had no transportation of any kind. Others may have had this problem and arranged transportation with others. Of these two, one was transported to and from the job by staff members, riding the bus to and from school each day. The other began the program riding with another student; when the driver quit school the intern had to be moved to another site and transported by the staff.

2. Several interns began the program with the idea that they did not want to participate and while some changed their minds during the internship term others stayed on the program for a short while only then found jobs elsewhere in order to leave school early.

3. There has been some complaint about lack of salary, but this has been a very small percentage of the interns. Most realize they are gaining a great deal in experience.

4. Three training stations have made remarks to the project staff concerning a lack of skill shown by their interns or a poor attitude or work ethic. In each instance this problem had been noted previously by an instructor.

5. Six interns have been moved to another training station at some time during the term; two were moved because the employer requested it (an investigation revealed no lack of skill or poor attitude on the part of the student); one was moved because the instructor felt the student was not receiving proper training; two were moved at their request because they felt training was not sufficient; and one was moved when the training station advised that they could not participate unless the student was paid minimum wage.

Forms completed by interns indicate that 84% of the interns felt that the Internship program had been of much benefit; 14% felt it had been of some benefit; and 2% felt that it was of little benefit.

Of the training stations surveyed, 100% indicated that the program was of benefit to them and that they would be willing to participate again, even those who had indicated a problem with the skill level or attitude of their intern.

Instructors surveyed at Petit Jean indicated that they were pleased with the Internship program and perceived that their students were also, although some suggestions for changes were made. At least two felt that the Internship should be during an additional fifth quarter. A copy of the evaluation form used by instructors and a tabulation of the results in contained in the Appendix.

The Internship project has met its objectives of providing actual work experience for students, providing industry with quality students at no cost, developing industry contacts and rapport between vocational instructors and industry, providing possible job opportunities

for students upon graduation, and providing training on equipment and in situations which students would not have available in school. The expectations regarding acceptance of the Internship program (as stated on page 2 on this grant report) have also been met: 100% of the participating industries advised they would participate in further Internship programs; 84% of the students participating advised that the Internship program had been very beneficial while 16% felt that it had been of some benefit; 100% of the participating instructors wished to continue the program, but nine instructors suggested that it be continued on a voluntary basis or be added as a fifth quarter. A table showing results of instructor evaluation in contained in the Appendix.

Recommendations

It is recommended that the Internship program be included as an integral part of the curriculum at post secondary vocational schools. The following policies concerning Internship are also recommended:

1. Students should be required to complete at least seven (7) weeks of the ten-week Internship term before accepting a job offer and being graduated.

2. Students should be required to complete all classwork before early graduation.

3. Students beginning the Internship program should be making at least 76% as a cumulative grade average and should have no failing grades in any class.

4. Students should agree prior to entrance in the Internship program to complete all graduation requirements or be considered as a drop from the program.

5. Students should not be moved from a training station until a full investigation is made by the project staff. If the move is at the request of the student, attempts should first be made to provide solutions at the training station.

6. Students dropped from the Internship program and from school should be considered for re-enrollment in the program at a later date upon recommendation of their instructor.

If the Internship program is included as a part of the curriculum of Arkansas' post secondary vocational schools, statewide policies concerning the above recommendations should be determined.

It is recommended that in any shop in which the Internship program is implemented that all students meeting the grade requirements be required to participate in the program prior to graduation.

Because of employment and geographic differences of the various vocational schools, it is recommended that implementation of the Internship program in any particular shop area be voluntary on the part of the school administration. It is also recommended that the schools be allowed to vary the Internship term (i.e. three days per week for 10 weeks, 5 days each week for 5 weeks, etc.) to fit the needs of industry in the area.

APPENDIX

APPENDIX

Survey Letters and Questionnaires

Internship Brochure - Petit Jean Vocational Technical School

Sample Training Agreement

Sample Training Plans

Sample Student Evaluation Forms

Sample Program Evaluation Forms -

- Interns
- Training Stations
- Employers
- Instructors

Evaluation Results -

- Evaluation by Interns
- Evaluation by Instructors
- Job Placement Results - Petit Jean
  (April and November, 1983 and January, 1984)
- Job Placement Results - Arkansas Valley and Foothills
- Explanation of Program Drops - Petit Jean

Selected Remarks of Participating Interns - Petit Jean

Selected Remarks of Participating Training Supervisors - Petit Jean

Correspondence

Petit Jean Vocational Technical School

State of Arkansas

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

HIGHWAY 9 NORTH, MORRILTON, ARK. 72110 TELEPHONE NO. 354-2465

Petit Jean Vocational Technical School has received a grant to conduct a pilot program at the postsecondary level. This pilot study is an internship program in which students from four service areas will be placed on the job in business and industry during the latter part of their training. This will be the first program of its kind to be conducted in the state of Arkansas.

It is our plan to place students about to complete their training in appliance repair, automotive repair, business education, and machine shop in the businesses located in the six-county area which our school serves. We hope that you and others in this area will help us in conducting this program. This training program would be for an eleven-week period.

We are excited about this new project and hope that you will be also. We feel that this program will not only benefit our students but will also benefit employers in this area.

At present we plan to place students on the job for two or three days each week and have them return to the classroom for the remainder of the week. The students will receive no salary, but will perform work in order to receive the necessary experience in an actual work situation.

Would you please take just a few moments to complete the enclosed questionnaire concerning our Internship program. If you are willing to meet with one of us to talk further about this project, we would certainly appreciate your assistance. We will contact you at a later date about the possibility of placing a student with you for training.

Yours very truly,

Beverly Parks Gerry Summers

Mrs. Beverly Parks
Project Coordinator

Mrs. Gerry Summers
Research Assistant

enc.

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INTERNSHIP PROGRAM SURVEY

The Petit Jean Vocational Technical School is in the process of beginning an Internship Program, the first of its kind at the postsecondary level in Arkansas. We would appreciate your answers to the following questions:

Would you have a need for a part time student employee who would work for no salary in one of the following service areas?

Appliance Repair _____ Automotive Repair _____

Office employee _____ Machine Shop _____

The students enrolled in the Internship Program at Petit Jean Vocation Technical School will be placed in a job where they can best use their skills. Please indicate which skills could be utilized in your business.

Appliance Repair

___motors
___resistive heating equipment
___gas appliance
___microwave
___refrigeration/air cond.

Automotive Repair

___engine (general)
___tune up
___air conditioning
___general shopwork
___front end
___wheel balance

Office Work

___shorthand
___bookkeeping
___typewriting
___filing
___receptionist
___transcribing machine
___electronic typewriter or word processing

Machine Shop

___lathe operation
___milling
___surfance grinding
___bench work
___sawing
___pedestal grinding

If you accepted a student on a training program, how many days would you be able to utilize this student, and which days would you prefer?

___Monday ___Tuesday ___Wednesday ___Thursday ___Friday

COMPANY NAME _____

ADDRESS _____ TELEPHONE _____

Name of person to Contact _____

Please return this questionnaire in the enclosed envelope.

Petit Jean Vocational Technical School

State of Arkansas

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

HIGHWAY 9 NORTH, MORRILTON, ARK. 72110 TELEPHONE NO. 354-2465

August 29, 1983

Last year Petit Jean Vocational Technical School received a grant to conduct a pilot study at the postsecondary level--the Internship Program. Under this program students worked in industry three days each week (Tuesday, Wednesday, and Thursday) during the fourth quarter of their training.

Because this program was so successful, we have now been given permission to make it a permanent part of our curriculum and to expand it to other departments. Those departments which will participate for an eleven-week period beginning November 1 are:

Auto Mechanics
Brick Masonry
Business Education
Carpentry
Diesel Mechanics
Drafting and Surveying
Graphic Arts
Horticulture
Machine Shop
Welding

Under this program, students will receive no salary but will work the normal working hours of a business in order to gain much-needed experience. If you would be interested in assisting with the Internship Program we would appreciate your returning the form that is enclosed. We will then contact you to discuss our program in detail.

Sincerely yours,

Beverly Parks
Mrs. Beverly Parks
Project Coordinator

Gerry Summers
Mrs. Gerry Summers
Research Assistant

enc.

BEST COPY AVAILABLE

INTERNSHIP PROGRAM SURVEY

The Internship Program at Petit Jean Vocational Technical School places students in industry for on-the-job training. Would you have a need for a part-time student employee who would work for no salary in one of the following service areas? The students enrolled in the Internship Program at Petit Jean Vocational Technical School will be placed in a job where they can best use their skills. Please indicate which skills could be utilized in your business. The students will work on Tuesday, Wednesday, and Thursday for an eleven-week period beginning November 1, 1983.

AUTOMOTIVE REPAIR

___engine (general)
___tune-up
___air conditioning
___general shopwork
___front end
___wheel balance

BRICK MASONRY

___blueprint reading
___cut stone
___pave using brick
___wall opening layout construction
___wall joint layout construction
___construct fireplace

BUSINESS

___shorthand
___bookkeeping
___typewriting
___filing
___receptionist
___transcribing machine
___electronic typewriter or word processing

CARPENTRY

___framing
___layout
___cabinets
___form work
___paneling and trim

DIESEL

___general shopwork
___engine tune-up
___engine (general)

DRAFTING AND SURVEYING

___various surveying jobs
___survey plats
___topographic mapping
___basic mechanical drafting

GRAPHIC ARTS

___presswork
___stripping
___plate making
___typesetting
___paste-up
___camera work
___bindery work

MACHINE SHOP

___lathe operation
___milling
___surface grinding
___bench work
___sawing
___pedestal grinding

WELDING

___weld
___use cutting torch
___layout
___read blueprint or sketches

HORTICULTURE

___greenhouse management
___nursery management
___horticulture equipment operation
___landscape design, installation and management
___sales and customer relations
___floral design

COMPANY NAME_____

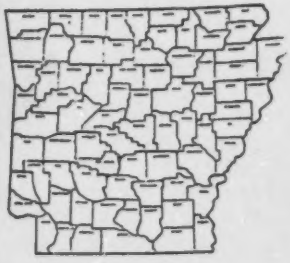
ADDRESS_____TELEPHONE_____

Name of person to contact_____

Please return this questionnaire in the enclosed envelope.

INTERNSHIP

A COOPERATIVE EFFORT



Vocational Education
and
Arkansas Industry

Conducted by

Petit Jean Vocational School
Morrilton, Arkansas

INTERNSHIP

The Internship Program began as a pilot study conducted by Petit Jean Vocational School under a grant received to develop and field test a cooperative vocational education program. This program was so successfull that it has been made a permanent part of the school curriculum. Through Internship, students have an opportunity to work while they are being trained.

•••

Who will take part in this project?

Industries in the six-county area served by the School are being contacted and asked to assist in this project. Students from several departments will take part in this and additional departments will be added each year until all departments are participating.

•••

Will the students receive a salary?

No, the students will be working to gain valuable experience in an actual work situation. It is expected, however, that one result of this program will be employment of some of the students at the close of the project.

•••

What schedule will students follow?

Students will work on Tuesday, Wednesday, and Thursday, and will follow the working hours of the companies to which they are assigned. They will attend classes on Monday and Friday.

•••

Are students covered by insurance during this training?

Yes, the regular insurance covering students during training extends to this training project.

•••

Will students be supervised by the school during this training?

Yes, the intructor will visit each student several times during the training period.

•••

What is the length of this project?

Students will work during the fourth quarter of their training (an eleven week period).

•••

To participate in this program or find out more about it, contact Petit Jean Vocational School by calling 354-2466. Ask to speak with Beverly Parks, Project Coordinator, or Gerry Summers, Research Assistant.

COOPERATIVE VOCATIONAL EDUCATION

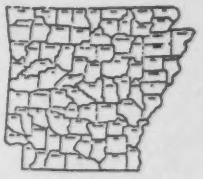
Vocatioanal educators have long recognized the need for actual on-the-job experience for students. With the rapidly changing technology and the complex skills required of those entering the work force, it is no longer feasible or cost efficient for vocational training institutions to provide all equipment and laboratories needed for training. A logical solution can be the Internship program.

This project can give students the opportunity to graduate from a one-year vocational program as workers already adjusted to the world of work.

This project can result in a closer working relationship between vocational education and industry in Arkansas.

This project can give industry the opportunity to participate in a community endeavor to prepare young people for occupational life.

INTERNSHIP...A Cooperative Effort



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PETIT JEAN VOCATIONAL TECHNICAL SCHOOL

INTERNSHIP PROGRAM

STUDENT TRAINING AGREEMENT

The Internship Program is designed to provide a student with the opportunity to obtain supervised employment in addition to related classroom instruction. To accomplish this end, the student will meet definite requirements and accept certain responsibilities.

As a condition for participation in the Internship Program, the student agrees:

1. To notify his/her instructor by 8 a.m. and the employer by or before work time on any day that it is impossible to work because of illness.
2. The regular attendance policy of the school will be in effect.
3. To maintain all required class records related to employment.
4. To perform all duties in a manner which will reflect credit on the student, the instructor, the employer, and the school.
5. To live up to all rules and regulations as outlined by the employer and the school.
6. To keep matters of business in strict confidence.
7. Not to sever connections with the employer without consent of the instructor and then only after the project coordinator has made the necessary arrangements with the employer.
8. To accept a job in an approved training station.
9. To provide transportation to and from the job training station.
10. To discuss controversial job problems with the instructor prior to any discussion of same with the employer.
11. To be honest at all times. Any evidence of dishonesty with money, merchandise, time or effort that results in dismissal from the job will automatically dismiss the student from the Internship Program and from the school.
12. To remain on the job as a student-learner at least one (1) quarter and complete all related class work required. I understand that if I leave my job or drop out of the related classes before certification of completion by my instructor, I will not be eligible for graduation.
13. A student is under the authority of the school during any employment hours.

Employer _____ Student _____

Project Director _____ Instructor _____

Business Education

Training Plan for

Tammy B.

Areas of Experience and Training*

	TS	S
I. Accounting	✓	✓ Must complete practice set
A. Statements	✓	
B. Purchase orders	✓	
C. Posting	✓	
D. Handling cash	✓	
E. Accounts Receivable/Payable	✓	
II. Bueiness Machines		
A. Ten Key adding machine	✓	
B. Computer] Must complete all		✓
C. Word Processor] required exercises		✓
D. Electronic Calculator	✓	
E. Key Punch	N/A	
F. Transcribing Machine		✓
III. Duplicating		
A. Photo copying		✓
B. Stencil		N/A
C. Fluid		N/A
IV. Filing		✓
V. Handling Mail		
A. Incoming	✓	✓
B. Outgoing	✓	✓
VI. Meeting Public		
VII. Transcription		✓
A. Machine		
B. Shorthand		N/A
VIII. Typewriting		
A. Electronic		✓ Must complete minimum lesson requirements
B. Electric	✓	
C. Proportional		✓
IX. Using The Telephone		
A. Incoming calls	✓	✓
B. Outgoing calls	✓	
X. Other		

*Areas marked "S" will be covered in class time at school; those marked "TS" will be supervised at the training station site. Some overlapping may occur.

TRAINING PLAN

HORTICULTURE AND LANDSCAPING

I. Business Practices

- A. Communicating with customers
- B. Demonstrate salesmanship
- C. Assist in purchasing materials
- D. Merchandise products
- E. Keeping inventory and records

II. Work Area Procedures

- A. Proper use and maintenance of tools
- B. Observing safety rules
- C. Cleanliness and Organization
- D. Follows instructions

III. Greenhouse Management

- A. Understand purpose and use of greenhouse equipment
- B. Know growing techniques for:
  1. Bedding plants
  2. Foliage plants
  3. Floriculture crops
- C. Develop growing schedule and marketing plan
- D. Orient and supervise employees

IV. Nursery Production

- A. Grow and handle various types of nursery stock (ball and burlap, container, bareroot)
- B. Set up and implement production schedules
- C. Orient and supervise employees

V. Landscaping

- A. Identify and select plant and construction materials
- B. Assist in designing and interpreting a landscape plan
- C. Participate in a landscape installation
- D. Site preparation for turf establishment
- E. Plan and set up a landscape maintenance schedule.

TRAINING PLAN

SURVEYING

I. Safety

2. Computations Relating to Surveying

3. Roding
   A. Levels
   B. Traversing

4. Field Notes
   A. Neatness

5. Hand Tools
   A. Demonstrate Proper Use

6. Care and Maintenance
   A. Surveying Equipment

7. Surveying Equipment Operations
   A. Correct Use
   B. Speed
   C. Accuracy

8. Errors
   A. Corrected Properly

9. Use Reference Books and other Materials

10. Field Procedures

11. Relocating Lost Corners

Business Intern Evaluation Form

Your completion of this form will enable us to provide better training for our students. Please complete this form as you would for a beginning employee in your office. Discuss the evaluation with the intern then ask the intern to give the form to the instructor or mail to: Internship Program, Petit Jean Vocational School, P. O. Box 586, Morrilton, AR 72110.

Student _____ Date _____

Training Station _____ Supervisor _____

	Poor 60	Fair 70	Average 80	Good 90	Superior 100
SKILLS:					
Typewriting					
Recordkeeping					
Filing					
Machine or Shorthand Transcription					
Use of adding machines/calculators					
Proofreading					
Mathematics					
Spelling					
Grammar					
Punctuation/Capitalization					
PRODUCTION:					
Volume of work					
Quality of work					
Steadiness of work					
ABILITY TO:					
Meet the public					
Work harmoniously with others					
Use office telephone					
Follow instructions					
Accept constructive criticism					
Handle supplies efficiently					
PERSONAL:					
Grooming					
Suitability of Dress					
Personal Hygiene					
Courtesy					
Cooperativeness					
Enthusiasm					
Judgment/Common Sense					
Attendance					
Punctuality					
Adaptability					
Tact					
Attitude					

Please list any points that should be emphasized during training or any comments concerning your intern.

To be completed at the end of each 4 week period

Student-Learner_____ Date_____

Training Station_____ Supervisor_____

Note to job supervisor: Your checking of this short estimate sheet will assist the coordinator of the Internship Program in helping the student-learner to be a better employee for you. Please check in the right hand columns your impression of the followi... omitting points that do not apply to the activities performed by the student-learner at his training station.

Horticulture Student Evaluation

	WEAK	AVERAGE	GOOD	EXCELLENT
I. Business Practices				
A. Communicating with customers	1	2	3	4
B. Demonstrate salesmanship	1	2	3	4
C. Assist in purchasing materials	1	2	3	4
D. Merchandising products	1	2	3	4
E. Keeping inventory and records	1	2	3	4
II. Work Area Procedures				
A. Proper use and maintenance of tools	1	2	3	4
B. Observes safety rules	1	2	3	4
C. Cleanliness and Organization	1	2	3	4
D. Follows Instructions	1	2	3	4
III. Greenhouse Management				
A. Understands purpose and use of equipment	1	2	3	4
B. Knows growing techniques for				
1. Bedding plants	1	2	3	4
2. Foliage plants	1	2	3	4
3. Floriculture crops	1	2	3	4
C. Develop growing schedule and marketing plan	1	2	3	4
D. Orient and supervise employees	1	2	3	4
IV. Nursery Production				
A. Grow and handle various types of nursery stock	1	2	3	4
B. Set up and implement production schedules	1	2	3	4
C. Orient and supervise employees	1	2	3	4
V. Landscaping				
A. Identify and select plant construction materials	1	2	3	4
B. Assist in designing and interpreting a landscape plan	1	2	3	4
C. Participates in a landscape installation	1	2	3	4
D. Site preparation for furf establishment	1	2	3	4
E. Plans and sets up a landscape maintenance schedule	1	2	3	4

COMMENTS

SIGNED:_____

MACHINE SHOP

EMPLOYER'S STUDENT EVALUATION FORM

To be completed at the end of each 4 week period

Student_____ Date_____

Training Station_____

Supervisor_____

(Circle most appropriate)	WEAK 1	AVERAGE 2	GOOD 3
CARE OF JOB WORK AREA	1	2	3
CARE OF TOOL CRIB	1	2	3
CARE OF SPECIAL TOOLS	1	2	3
INITIATIVE TOWARD JOB ASSIGNMENT	1	2	3
ATTITUDE TOWARD WORK	1	2	3
FOLLOWS INSTRUCTIONS	1	2	3
USE OF WORK MANUAL	1	2	3
ACCURACY	1	2	3
ATTENDANCE (DAILY)	1	2	3
PUNCTUALITY	1	2	3
PREVENTIVE MAINTENANCE	1	2	3

COMMENTS:

_____

_____

_____

_____

SIGNED: (Supervisor)_____

STUDENT APPRAISAL OF INTERNSHIP PROGRAM

1. Name of training station_____.

2. Type of work you did _____.

3. What school subjects helped you most?

4. What school subjects helped you the least?

5. Did you receive enough assistance from your coordinator?
Yes_____ No_____ Can't say_____

6. Did you receive adequate assistance from your employer?
Yes _____No_____ Can't say_____

7. Did you receive a wide variety of learning experiences on the job?
Yes _____No_____ Can't say_____

8. How valuable was your Internship work experience?
Very valuable_____ Of some value_____ Very little_____

9. How could it have been improved:

10. How could the coordinator improve the school part of the program:

11. Were your facilities, materials, and supplies adequate:
Yes_____No_____. How could they be improved?

12. Was the classroom instruction and on-the-job training related?
Yes_____No_____. What suggestions do you have for change?

13. How do you feel that you benefitted from the internship program?

14. Did you recieve a job offer from your training station?

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EVALUATION OF TRAINING STATIONS

INTERNSHIP PROGRAM

Name of Firm_____ Address_____

Type of Business_____ _____

Date_____ Date_____

	Yes	No	Remarks
A. The firm has			
1. Adequate equipment			
2. Up-to-date equipment			
3. Provision for varied work experience			
4. Routine work experience			
5. Adequate facilities			
6. Satisfactory working conditions			
7. Satisfactory location (accessible)			
8. Good reputation			
9. Been recommended by Advisory Committee			
B. Student is provided with			
1. Competent supervision on job			
2. Competent instruction on job			
3. Progressive office/technical techniques			
4. Protection of physical and mental welfare			
5. Step-by-step training plan developed by instructor and training station			
C. The Employer			
1. Provides time for conference with coordinator for appraisal of student			
2. Welcomes visit of coordinator			
3. Allows coordinator to observe student at work			
4. Makes periodic appraisal of student's work			
5. Has the student's supervisor make appraisal of work			
6. Has served on advisory committee			

INTERNSHIP PROGRAM

EMPLOYER'S PROGRAM EVALUATION

_____

TRAINING STATION

_____

TRAINING SPONSOR

Please answer the following questions about the Internship Program that you have been working with this year. This evaluation will help improve the working relationships of the Internship Program and the community.

1. What did you like about working with the Internship Program?

2. What suggestions would you make for improving the program?

3. Were there enough meetings with the coordinator?

4. Was there adequate planning for meetings?

5. Did you receive enough help in dealing with students?

6. Other comments.

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Instructor Survey - Internship

1. I would like to see the Internship program continued as a mandatory part of my program. ( )yes ( )no
2. I would like to continue the Internship on a voluntary basis. ( ) yes ( ) no
3. I would prefer to discontinue the Internship program. ( )yes ( )no
4. I feel that the program helped my students find jobs. ( )yes ( )no
5. I feel that the program helped students in other ways. ( )yes ( )no
6. The program interferes with my class work. ( )yes ( )no
7. My students complain a great deal about Internship ( )yes ( )no
8. I did not want to participate in the Internship program at first, but I changed my feelings as the program progressed. ( )yes ( )no
9. My students complain about working for no salary ( )yes ( )no
10. My students complain about lack of time to complete class work ( )yes ( )no
11. My students complain about transportation to the job ( )yes ( )no
12. My students do not feel they are learning on Internship ( )yes ( )no
13. I have met new people in industry through Internship ( )yes ( )no
14. Remarks:

Evaluation of Internship Program

by Petit Jean Vocational School Interns

(124 Interns participating)

Considered Internship very beneficial	84%
Considered Internship of some benefit	14%
Considered Internship of little benefit	2%
Received related training in school and on the job	100%
Received varied learning experience on Internship	93%

Evaluation of Internship Program

by Instructors

(13 participating instructors)

	Yes	No
1. Continue as mandatory	7	
2. Continue as voluntary	9*	
3. Discontinue		13
4. Helped students find jobs	12	1
5. Helped students in other ways	13	
6. Interferes with classwork	6	6
7. Students complain re Interning	1	12
8. Students feel they are learning on job	12	1
9. Instructor has met new people in industry through Intership	12	1

*or, add a fifth quarter for Internship
Three instructors felt that adding a fifth quarter would give them sufficient class time so that Internship would not interfere.

EMPLOYMENT STATUS OF INTERNS, PETIT JEAN VOCATIONAL SCHOOL
(By Quarter)

Department	No. Beginning Program	Drops	Cont. Educ.	Available for Employment	Number Employed: Training Station	Number Employed: Elsewhere	Percentage of Employment: Training Station	Percentage of Employment: Elsewhere	Percentage of Employment: Total
APRIL, 1983									
Appliance	16	0	3	13	7	5	54%	38%	92%
Auto Mech.	15	0	5	10	6	2	60	20	80
Business	36	3	0	33	12	12	36	36	72
Machine Shop	15	2	2	11	9	1	82	9	91
Totals	82	5	10	67	34	20	51%	30%	81%
NOVEMBER, 1983									
Auto Mech.	8	0	1	7	3	2	43%	29%	72%
Brick Mason.	3	0	0	3	1	0	33	0	33
Business	8	0	0	8	4	3	50	38	88
Carpentry	2	0	0	2	2	0	100	--	100
Diesel Mech.	1	0	1	0	-	-	--	--	--
Drafting & Surv.	2	0	0	2	1	0	50	0	50
Graphic Arts	1	0	0	1	0	1	--	100	100
Horticulture	3	0	0	3	1	2	33	67	100
Machine Shop	2	0	0	2	1	1	50	50	100
Welding	2	0	2	0	-	-	--	--	--
Totals	32	0	4	28	13	9	46%	32%	78%
JANUARY, 1984									
Auto Mech.	1	0	1	0	-	-	--%	--%	--%
Diesel Mech.	5	2	3	0	-	-	--	--	--
Drafting & Surv.	2	1	0	1	1	-	100	--	100
Graphic Arts	1	1	0	0	-	-	--	--	--
Horticulture	1	0	0	1	0	1	--	100	100
Welding	1	0	1	0	-	-	--	--	--
Totals	11	4	5	2	1	1	50%	50%	100%

COMBINED EMPLOYMENT FIGURES FOR THREE INTERNSHIP TERMS

Petit Jean Vocational School

Department	No. Beginning Program	Drops	Cont. Educ.	Available for Employment	Number Employed		Percentage of Employment		
					Training Station	Elsewhere	Training Station	Elsewhere	Total
Appliance Serv.	16	0	3	13	7	5	54%	38%	92%
Auto Mech.	24	0	7	17	9	4	53	24	77
Brick Masonry	3	0	0	3	1	0	33	0	33
Business Educ.	44	3	0	41	16	15	39	37	76
Carpentry	2	0	0	2	2	0	100	--	100
Diesel Mech.	6	2	4	0	-	-	--	--	--
Drafting & Surv.	4	1	0	3	2	0	67	--	67
Graphic Arts	2	1	0	1	0	1	--	100	100
Horticulture	4	0	0	4	1	3	25	75	100
Machine Shop	17	2	2	13	10	2	77	15	92
Welding	3	0	3	--	-	-	--	--	--
Totals	125	9	19	97	48	30	49%	31%	80%

Status of Internship Students at

Foothills Vocational Technical School
and
Arkansas Valley Vocational Technical School

	Total Interns	Employed at Training Station	Employed Elsewhere	Percent of Employment At Station	Elsewhere
Foothills	20*	3	4	15%	20%
Arkansas Valley	7**	4	1	57%	14%

*This figure represents interns for two internship terms; two departments participated both terms and two others only one term.

**This figure represents one internship term with two departments participating.

Explanation of Internship Program Drops

Petit Jean Vocational Technical School

Internship Term	Number of Drops	Department
April 1983	3	Business
	2	Machine Shop
November 1983	0	
January 1984	2	Diesel Mechanics
	1	Drafting
	1	Graphic Arts
Total	9	

One student (graphic arts) was dropped from the Internship program because of inability of staff to place student. This was due to a combination of problems: student's home area very rural; student had no transportation; student made poor impression on interviews and had very low skill level.

One business student and one machine shop student were dropped for absenteeism; two diesel mechanics were dropped for this reason also.

One machine shop student dropped for health reasons.

Three students (two business, one drafting) were dropped for personal reasons having no relationship to the Internship program or their school attendance.

Selected Remarks from Employers
Participating in Petit Jean Vocational School Internship

This helped students and employers alike.

We appreciate your confidence in our dealership. This was very beneficial to us; we have a trained employee.

Now I know what vocational students can do. I will consider them for employment first from now on.

The most beneficial program that has been undertaken by the school; should be continued.

The student was well prepared for her job duties.

The program gives the student a chance to see and learn how things are done in the industrial world today--methods and theories and all facets of applications of the skills they are learning.

Perhaps one day in the classroom would be sufficient, giving the student an additional day of work experience. (This was the most frequently repeated remark.)

Stress more safety in the classroom.

Working with the students gave us an opportunity to see things in a different perspective and hopefully provide the students an opportunity to view an ever-changing work environment in which they learn to adjust to different situations.

I feel that the two students I had gained confidence in themselves.

We appreciated the extra help our intern gave us at a time when our budget would not allow a new employee.

I was impressed with the training and basic skills and knowledge that the student had.

This program gave us an opportunity to train a potential employee before actually hiring the indiivdual. Also to see how she would fit in with other employees she comes in contact with.

Let us know when we can participate again. This is the best way to finish training people for work.

Selected Remarks of Interns at Petit Jean Vocational School

I learned how to deal with the public. This is something you cannot learn in the classroom. (Auto Mechanics)

Learned a lot. (Machine Shop)

Lets you see what it is like out in the field. (Appliance)

I got a taste of what it is really like in an office. Learned the ways that a business differs from the way we did it at school. (Business)

Got to meet different people. (Business)

Gave me an insight into what work really is; it is a lot different from school. (Business)

I had a chance to put what I learned in the classroom into action. (Brick Masonry)

There is no better teacher in my opinion than experience. By being out on a job where the people you work with are earning a living, you can see what it takes to be in the business and make it. (Brick Masonry)

Doing the work is better than reading from a book. (Auto Mechanics)

It gave a wider variety of experiences than possible at school. (Horticulture)

I got a job! (Auto Mechanics)

I learned a lot about engine rebuilding. (Auto Mechanics)

I had the opportunity to apply my skills to a <u>real</u> business situation. (Business)

I learned about how a shop is run. (Auto Mechanics)

I had hoped for a job offer but did not get one; but, before Interning I was not sure how well I would do. Now I know I can handle just about anything. (Auto Mechanics)

I got a first-hand look at what to expect from an employer and what he will expect from me. (Drafting & Surveying)

American Transportation Corporation

Mrs. Beverly Parks
Petit Jean Vocational Tech. School
Hwy. 9 North
Morrilton, Ar. 72110

January 17, 1984.

Dear Beverly,

I wanted to write you this note to summarize the Internship Program which several of your students participated in here at American Transportation Corporation. Needless to say, as participants in this program, we could not have been more pleased with the students involved. They were very pleasent, and have proven that the training they received at Petit Jean was well worth their time and efforts.

As interns the students went beyond the expectations set for them, and should be commended on the professional manner in which they handled themselves. I have already been approached by several Department Heads who wish to participate with your program in the future. Please keep us in mind the next time such an opportunity may arise.

I did want to attend the graduation banquet held on 1/16/84. However, at the last minute my services were required on the job into the evening hours. I am very sorry that I missed the banquet, but hope to have a chance to participate in the future.

Please let us know if we can be of any assistance in future internship assignments. From experience now, I feel that such a program must be one of the finest and practical educational tools for students as those who participated through AmTran.

Sincerely

Charles M. Stringham

Charles M. Stringham
Personnel/I or Relations
American Transportation Corp.

Cooperative Extension Service

University of Arkansas Division of Agriculture, United States Department of Agriculture, and County Governments Cooperating.

1201 McAlmont
P.O. Box 391
Little Rock, Arkansas 72203
(501) 373-2500

May 7, 1984

Mrs. Beverly Parks
Petit Jean Vocational Technical School
Highway 9 North
Morrilton, AR 72110

Dear Beverly:

You are to be commended for your organization of the Internship Program at Petit Jean Vocational Technical School. It is not only an excellent opportunity for the students to gain practical experience, but it is also of tremendous benefit to the employer.

The two students who are currently assigned to us are outstanding. Their skills are excellent, and they have been well trained in other important office procedures. They are punctual, enthusiastic, properly dressed, cooperative, and eager to learn. In short, we are delighted to have them and will regret to see them leave. They possess important qualities we look for in permanent employees.

We feel very fortunate to have been involved in this program and look forward to future participation.

Sincerely,

Carol A. Patterson

Mrs. Carol A. Patterson
Extension Management Specialist

CP:psc

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, or handicap, and is an Equal Opportunity Employer.

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A A, ROUTE 2
POST OFFICE BOX 294
PHONE (314) 471-8224
SIKESTON, MISSOURI 63801

June 22, 1984

Petit Jean Vocational Technical School
Hwy. 9 North
Morrilton, Ark. 72110

Ref:

ATT: MRS. BEVERLY PARKS, PROGRAM COORDINATOR
MRS. GERRY SUMMERS, RESEARCH ASSISTANT

Dear Mrs. Parks and Mrs. Summers:

We would like to thank you for allowing us to participate in your Internship program.

We have enjoyed working these past few weeks with . His work has been outstanding, his ability to pick-up new methods, his dedication to his job, his timeliness on arrival for work and his abilities to adapt to pressures of the job have more than surpassed most people whom we have had working for us. is also a very compatible person. He fit in very well with our working crew.

It isn't very often that you find someone with the qualities that possesses and we feel very fortunate to have been able to spend these past weeks working with him.

At present, we regret that we have no openings, but should we have one in the future, would be first on our list.

Again, thanks so much for the opportunity of being a part of your program. We feel that it has been very beneficial for us and for .

Should you require any further information, please feel free to contact us.

Respectfully,

DANNY G. BRICKELL,
Manager

DGB/sc

WE STOCK A COMPLETE LINE OF DIESEL INJECTION PUMPS, NOZZLES AND LINES